

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### **Introduction:**

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LCAP Year: 2014-2017

### ***Local Control and Accountability Plan and Annual Update***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may*

*be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

*As a kindergarten through 8<sup>th</sup> grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

**B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Orchard School District was founded in 1856 by the early pioneers of Santa Clara Valley and was one of the first schools in San Jose, California. The district has been in existence for over 150 years. The school was founded on the principle of being an independent school that was dedicated to serving the needs of the community. Nestled in the heart of Silicon Valley, the former fruit orchards and garden areas are replaced by business and commercial centers. Today, Orchard School District serves the needs of over nine hundred students in grades kindergarten through eighth grade in a beautiful, modern, state-of-the-art facility that provides a center for both school and community gatherings.</p> <p>The district has a before and after school program for school age children and a preschool program operated by the Community Child</p>	<p>After sorting, reviewing and compiling all the stakeholder input received the following major themes emerged and are included in the LCAP.</p> <p>Priority One:</p> <ul style="list-style-type: none"> <li>• Purchase of additional instructional materials and supplies for the implementation of the CCSS, including but not limited to: Non-Fiction texts, bilingual books, science and P. E. equipment</li> <li>• Purchase of additional instructional materials and supplies for the support of diverse learners, including English Learners and redesignated FEP, low income pupils, and foster youth</li> <li>• Increase staffing and retain highly qualified staff, including substitute teachers.</li> </ul>

Involvement Process	Impact on LCAP
<p>Care Council (4Cs). The district has on its campus three Santa Clara County special education classes for autistic students and one for the orthopedically impaired. The Board of Education has been committed to providing leadership and direction to foster an educational environment that places students first. The Board established a set of core beliefs that is currently guiding the district through continual improvement.</p> <ul style="list-style-type: none"> <li>• We are absolutely committed to providing a distinguished learning environment that ensures excellence and achievement for all our students.</li> <li>• We believe that our teachers and staff are our most valuable assets and resources.</li> <li>• We are fiscally trustworthy and dedicated to responsible financial accountability.</li> <li>• We believe in and promote community involvement in Orchard School District activities.</li> <li>• We operate openly with trust and integrity governing in a dignified professional manner, treating everyone with civility and respect.</li> </ul> <p>At the end of the 2012/13 school year our Board of trustees met and developed the following goals and objectives.</p> <p><b>GOALS AND OBJECTIVES</b></p> <p><b><u>GOAL I - STUDENT ACHIEVEMENT:</u></b> All students are valued and will be provided opportunities to reach their full potential through innovative and well-balanced education using the common core standards.</p>	<p>Priority Two:</p> <ul style="list-style-type: none"> <li>• Professional Development for all staff in the implementation of the CCSS, including ELD and Next Generation Science Standards</li> <li>• Continuation of Staff Release Days for planning and collaboration</li> <li>• Implementation of smaller class size</li> <li>• Participation in the K-3 CSR program</li> <li>• Staff Coaching in implementation of the standards with a focus on English Learners, low income pupils, and foster youth</li> </ul> <p>Priority Three:</p> <ul style="list-style-type: none"> <li>• Continuation of parent curriculum nights with a focus on literacy and math</li> <li>• Parent communication through newsletters, website, and phone calls</li> <li>• Parent trainings throughout the school year</li> <li>• Creation and implementation of a parent volunteer program, including school day and extracurricular activities</li> </ul> <p>Priority Four:</p> <ul style="list-style-type: none"> <li>• Availability of intervention programs and services to meet the needs of all students, including implementation of RTI</li> <li>• Differentiation of instruction to meet the diverse academic proficiency levels of all students, including high achieving students</li> <li>• Full implementation of an ELD program</li> </ul>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>• Develop and implement uniform monitoring system for student performance</li> <li>• Implement State Assessments</li> <li>• Extend learning time to support students and enhance learning.</li> <li>• Transition from standards based to common core</li> </ul> <p><b><u>GOAL II - HUMAN RESOURCES:</u></b> All staff is valued and respected by providing and ensuring opportunities to attract, support, and retain exemplary staff.</p> <ul style="list-style-type: none"> <li>• Organizational Chart</li> <li>• Evaluation plan consistent with the employee contracts</li> <li>• Develop a plan to ensure health and welfare services are secured</li> </ul> <p><b><u>GOAL III – SAFE LEARNING ENVIORNMENT:</u></b> Provide a safe and secure learning environment.</p> <ul style="list-style-type: none"> <li>• Build safety parameters around the school</li> <li>• Develop a school safety plan</li> <li>• Develop a safety parent handbook</li> </ul> <p><b><u>GOAL IV - COMMUNICATION:</u></b> Support open and honest communication to build a partnership with parents and the community and to promote participation.</p> <ul style="list-style-type: none"> <li>• Expanding communication process</li> <li>• Develop outreach plan (partnerships)</li> </ul>	<ul style="list-style-type: none"> <li>• Data-driven professional learning communities</li> <li>• Assessment and monitoring system</li> <li>• Study trips including trips to local colleges and universities</li> <li>• Provide multiple math pathways for students</li> <li>• Maintain implementation of the SST Process</li> </ul> <p>Priority Five:</p> <ul style="list-style-type: none"> <li>• After-school clubs including sports</li> <li>• Student recognition program for academics and attendance</li> <li>• Increase elective course options for Middle School</li> <li>• Continue ASB programs</li> <li>• Provide activities during lunch recess</li> <li>• Creation of an attendance team to monitor student attendance including foster youth</li> <li>• Increase available technology</li> <li>• Connect with local community and business and create partnerships</li> <li>• Offer counseling services to students</li> </ul> <p>Priority Six:</p> <ul style="list-style-type: none"> <li>• Increase school spirit days</li> <li>• Host school-wide beautification events</li> <li>• Revise and implement school-wide safety and discipline plan</li> </ul> <p>Priority Seven:</p> <ul style="list-style-type: none"> <li>• Integration of A Look at Learning instructional strategies in</li> </ul>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>• Maintaining and updating the school website</li> </ul> <p><b>GOAL V – FISCAL ACCOUNTABILITY:</b> To ensure and maintain fiscal responsibility and financial accountability.</p> <ul style="list-style-type: none"> <li>• Seek and builds new revenue sources (ensure goal is met)</li> </ul> <p>This year as we embarked in the development of the new LCFF budget and its accompanying plan, the LCAP, we used the above documents to guide and inform our work. Our goal was to insure to build upon our work and maximize all our resources.</p> <p>During the 2013-2014 school year, stakeholder groups were informed and educated on the state's Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Stakeholders were asked to provide input on how Orchard could address the eight state priority areas to help ensure that all Orchard students are college and career ready.</p> <p>The following is a summary of our stakeholder meetings, agendas and minutes were maintained.</p> <p>September - December 2013:</p> <ul style="list-style-type: none"> <li>• Updates provided to the Board on the LCFF and Common Core Plan 10/22/13 &amp; 11/19/13</li> </ul>	<p>order to facilitate collaboration into classroom lessons</p> <ul style="list-style-type: none"> <li>• Professional development for staff on how to integrate project based learning</li> <li>• Use of Writer's Workshop to conduct research projects and increase range of writing</li> <li>• Integration of technology resources</li> <li>• Increase extended school year opportunities</li> </ul> <p>Priority Eight:</p> <ul style="list-style-type: none"> <li>• Provide Counseling Services</li> </ul> <p>The following stakeholder input was not included in the LCAP:</p> <ul style="list-style-type: none"> <li>• Reading Specialist – Budget constraints do not allow us to add this position but a coach will be hired who will focus on language arts and professional development</li> <li>• Play Works Noon Program – Research needs to be done for eligibility and cost</li> <li>• Adding new computer support contracts will be research but budget constraints will only allow to maintain what we have now</li> <li>• YMCA – Research needs to be done for eligibility and cost</li> <li>• ELD Curriculum –ELA adoption includes ELD curriculum</li> <li>• Special Education Curriculum – All students including special education students have access to the core texts</li> <li>• Bigger Classroom – Facilities construction is not within the scope of the LCAP</li> </ul>

Involvement Process	Impact on LCAP
<p>January 2014:</p> <ul style="list-style-type: none"> <li>• School Site Council and English Learner Advisory Committee (SSC/ELAC) 1/28/14</li> <li>• K-8 teacher meetings 1/15/14 &amp; 1/22/14</li> <li>• Union Leadership: OTA 1/14 and SEIU 1/15</li> </ul> <p>February 2014:</p> <ul style="list-style-type: none"> <li>• School Site Council and English Learner Advisory Committee (SSC/ELAC) 2/25/14</li> <li>• LCAP Board Presentation 2/25/14</li> </ul> <p>March 2014:</p> <ul style="list-style-type: none"> <li>• Orchard School District Board meeting 3/11/14</li> <li>• Key Planners 3/19/14</li> <li>• County Technical Support Meeting with Executive Team 3/27/14</li> <li>• Union Leadership: OTA 3/31/14</li> <li>• Principal's Coffee 3/18/14</li> </ul> <p>April 2014:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher Association (PTA) 4/10/14</li> <li>• K-8 teacher meetings / Stakeholder Survey 4/2/14 &amp; 4/9/14</li> <li>• Key Planners 4/30/14</li> </ul>	



Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>School Site Council and English Learner Advisory Committee (SSC/ELAC) 4/29/14</li> </ul> <p>May 2014:</p> <ul style="list-style-type: none"> <li>Classified Staff meeting/Stakeholder Survey 5/28/14</li> <li>Principal's Coffee 5/20/14</li> </ul> <p>June 2014:</p> <ul style="list-style-type: none"> <li>Student Survey 6/9-10/14</li> <li>School Site Council and English Learner Advisory Committee (SSC/ELAC) 6/3/14</li> <li>Community Forum AM and PM Survey Meetings 6/3/14</li> <li>County Technical Support Meeting with Executive Team 6/5/14</li> <li>Public Hearing 6/17/14</li> <li>Orchard School District Board meeting to approve LCAP 6/19/14</li> </ul>	

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Special Education Program description for County Special Education Programs

*The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.*

*The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:*

***Deaf/Hard of Hearing:*** Total communication approach that allows for all forms of communication in an instructional program.

***Orthopedic Impairments:*** Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

**Autism Spectrum Disorders:** Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

**Emotional Disturbance:** Students receive individual and group mental health services as well as academic instruction.

**Severe Medical Needs and Cognitive delays:** Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

**Early Start Program:** Provides support and resources to family members and care givers to enhance children's learning and development.

**Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

**WorkAbility Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

**Inclusion Collaborative:** This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

*Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.*

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Some students suffer from an educational achievement and opportunity gap, including English Learners, low income pupils, and foster youth. Metric: Increase student proficiency on the CAASPP and district assessments (DRA, writing, benchmarks)	1) All students will reach high standards, attaining proficiency or better in reading and math.	All Pupils	All		Increase student achievement as measured by local assessments. 60 % of our students meeting proficiency in reading and math.	Increase student achievement as measured by local assessments. 70 % of our students meeting proficiency in reading and math.  Reevaluate goal once we have CAASPP data.	Increase student achievement as measured by local assessments. 80 % of our students meeting proficiency in reading and math.  Reevaluate goal once we have CAASPP data.	P4: Pupil Achievement; P7:Course Access; P8: Other Pupil Outcomes
Need: To increase the reclassification rates of English Language Learners Metric: CELDT scores, CAASPP,	2)English Learners will become proficient in English and attain proficiency in all subject areas	English Learners	All		70% of ELs will meet AMAO I, 60% will meet AMAO II and 28% of ELs in the 5 years or less cohort will meet AMAO II.	72% of ELs will meet AMAO I, 62% will meet AMAO II and 30% of ELs in the 5 years or less cohort will meet AMAO II.	74% of ELs will meet AMAO I, 64% will meet AMAO II and 32% of ELs in the 5 years or less cohort will meet AMAO II.	P4: Pupil Achievement; P7:Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and district assessments (DRA, writing, benchmarks and student grades)								
Need: To implement the California Common Core State and ELD Standards. Metric: CAASPP and district assessments (DRA, writing, benchmarks)	3)Align instruction and assessments to the California Common Core State and ELD Standards	All Pupils  English Learners	All		CCSS/ELD/NGSS PD and Support - 70% of teachers will be trained.	CCSS/ELD/NGSS PD and Support - 80% of teachers will be trained.	CCSS/ELD/NGSS PD and Support - 100-% of teachers will be trained.	P2: Implementation of State Standards
Need: For students to feel safe and supported, feel connected to the school community, and actively participate in their education and general	4) Engage all students in a rigorous, standards-based curriculum in order to ensure access to educational opportunities.	All Pupils	All		-Provide technology support to engage and enrich students.  -Provide an accelerated math pathway for middle school students.	-Provide technology support to engage and enrich students.  -Provide an accelerated math pathway for middle school students.	-Provide technology support to engage and enrich students.  -Provide an accelerated math pathway for middle school students.	P5: Pupil Engagement; P6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
well-being. Metric: Decrease in office referrals, increase in student social emotional well-being, attendance and achievement.					-Introduce counseling services to support student engagement and school connectedness.	-Expand counseling services to support student engagement and school connectedness.	-Provide counseling services to support student engagement and school connectedness.	
Need: To increase the percentage of parents who participate in school governance, activities. Metric: Parent participation in school advisory committees, completion of parent surveys, and sign in sheets from parent meetings.	5) Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.	All Pupils	All		Increase the percent of parents participating in school activities by 5%	Increase the percent of parents participating in school activities by 5%	Increase the percent of parents participating in school activities by 5%	P3: Parent Involvement; P6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To understand and respond to the root causes behind student attendance barriers and improve school attendance practices. Metric: Monthly attendance reports Rate of students in foster care Parental truancy notification letters and follow-up	6) Increase student daily attendance rate to 98%.	All Pupils	All		Increase student daily attendance rate to 96%.	Increase student daily attendance rate to 97%.	Increase student daily attendance rate to 98%.	P3: Parent Involvement; P5: Pupil Engagement; P6 School Climate
Need: To develop teacher proficiencies in the state standards and in using assessments to	7) All students will be taught by highly qualified teachers in a clean and secure facility.	All Pupils	All		100% of teachers will be highly qualified.  OSD's facilities plan includes: -Standardization	100% of teachers will be highly qualified.  OSD's facilities plan includes: -Standardization	100% of teachers will be highly qualified.  OSD's facilities plan includes: -Standardization	P1: Basic Services



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
monitor students and plan instruction. To ensure teachers are highly qualified. Metric: Update job descriptions and employees hired will need to meet the highly qualified requirements.					of equipment in all classrooms -Building a fence and converting the school to a closed campus for safety and security -Remodernize school cafeteria for student growth -Monitoring population growth and future construction needs	of equipment in all classrooms -Monitoring population growth and future construction needs	of equipment in all classrooms -Monitoring population growth and future construction needs	

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) All students will reach high standards, attaining proficiency or better in reading and math.	P4: Pupil Achievement; P7:Course Access; P8: Other Pupil Outcomes	-*Coaching in implementation of the state standards with a focus on English Learners, low income pupils, and foster youth.	LEA-Wide		CC: \$5,000	Title I: \$2,000	Title I: \$2,000
		-Develop and implement a Response to Intervention (RTI) program within the school day			(LCFF: \$85,797) CC: \$2,000	(LCFF: \$85,797)	(LCFF: \$85,797)
		-After school and/or before school programs that focus			Title I: \$8,000 EIA: \$2,000	Title I: \$8,000 LCFF: \$2,000	Title I: \$8,000 LCFF: \$2,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>on tutorials, and extended/accelerated time in ELA, ELD, and/or math.</p> <p>-Offer summer opportunities as additional support for identified students needing intervention in ELA, ELD, and/or math.</p> <p>-Implementation of Writer's Workshop to conduct research projects and increase range of writing.</p> <p>-Develop and implement an assessment and monitoring system.</p> <p>-Increase access to technology, including blended learning for students who need extra help or who need acceleration.</p>			<p>Title I: \$7,500 EIA: \$2,000</p> <p>Title I: \$983 CC: \$4,956</p> <p>CC: \$4,000</p> <p>Title I: \$10,655</p>	<p>Title I: \$7,500 LCFF: \$2,000</p> <p>Title I: \$983</p> <p>LCFF: \$4,000</p> <p>Title I: \$10,655</p>	<p>Title I: \$7,500 LCFF: \$2,000</p> <p>Title I: \$983</p> <p>LCFF: \$4,000</p> <p>Title I: \$10,655</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Integration of technology will focus on effective methods for instructional delivery and ways to facilitate use of assessments to monitor student progress.			(CC: \$55,000)		
2)English Learners will become proficient in English and attain proficiency in all subject areas	P4: Pupil Achievement; P7:Course Access	-Purchase of supplementary instructional materials and supplies for the support of diverse learners, including English Learners and reclassified FEP, low income pupils, and foster youth.	LEA-Wide		EIA: \$4,000 CC: \$5,000	LCFF: \$4,000	LCFF: \$4,000
		-*Staff Coaching and support in implementation of the standards with a focus on English Learners, low income pupils, and foster youth.			EIA: \$4,000 CC: \$2,000	LCFF: \$4,000	LCFF: \$4,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>-Implementation of an ELD block of time and coaching to support teachers in differentiation and effective EL strategies.</p> <p>-Integration of A Look at Learning (A.L.L.) instructional strategies in order to facilitate student communication and collaboration into classroom lessons.</p> <p>-Engage in on-going analysis of data to Ensure English learners are making adequate progress in content standards and ELD.</p>			<p>(LCFF: \$85,797) CC: \$2,000</p> <p>EIA: \$1,868</p> <p>EIA: \$2,000 CC: \$2,000</p>	<p>(LCFF: \$85,797)</p> <p>LCFF: \$1,868</p> <p>LCFF: \$2,000</p>	<p>(LCFF: \$85,797)</p> <p>LCFF: \$1,868</p> <p>LCFF: \$2,000</p>
3) Align and implement instruction and assessments to the new state	P2: Implementation of State Standards	-Purchase of CORE text books and/or additional instructional materials and supplies for the implementation of	LEA-Wide		LCFF: \$20,000 CC: \$5,000	LCFF: \$20,000	LCFF: \$20,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
standards and include the integration of technology.		<p>the CCSS.</p> <p>-Purchase of technology devices.</p> <p>-Benchmarks and progress monitoring assessments used to assess student proficiency of standards taught in all grades.</p>			<p>CC: \$55,000</p> <p>Title I: \$5,310 CC: \$2,000</p>	Title I: \$5,310	Title I: \$5,310
4) Engage all students in a rigorous, standards-based curriculum in order to ensure access to educational opportunities	P5: Pupil Engagement; P6: School Climate	<p>-Provide study trips including trips to local colleges and universities to promote a college going culture.</p> <p>-Provide multiple math pathways for Middle School students.</p> <p>-Increase elective course options for Middle School students.</p> <p>-Provide a before</p>	LEA-Wide		<p>LCFF: \$2,000</p> <p>CC: \$2,500</p> <p>CC: \$2,500</p> <p>LCFF: \$17,326</p>	<p>LCFF: \$2,000</p> <p>LCFF: \$2,500</p> <p>LCFF: \$2,500</p> <p>LCFF: \$17,326</p>	<p>LCFF: \$2,000</p> <p>LCFF: \$2,500</p> <p>LCFF: \$2,500</p> <p>LCFF: \$17,326</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>school Band period for students in 5<sup>th</sup> – 8<sup>th</sup> grade.</p> <p>-Provide activities during lunch recess and establish after-school clubs including sports.</p> <p>-Host school-wide beautification events.</p> <p>-Continue ASB programs and increase school spirit days.</p> <p>-Connect with local community and business and create partnerships.</p> <p>-Provide counseling services to students.</p> <p>-Integrate activities that promote social emotional growth.</p>			<p>LCFF: \$1,000</p> <p>LCFF: \$1,000</p> <p>(Title III: \$19,027) (Sp. Ed.: \$19,027)</p> <p>CC: \$2,500</p>	<p>LCFF: \$1,000</p> <p>LCFF: \$1,000</p> <p>(Title III: \$19,027) (Sp. Ed.: \$19,027)</p> <p>LCFF: \$2,500</p>	<p>LCFF: \$1,000</p> <p>LCFF: \$21,000</p> <p>(Title III: \$19,027) (Sp. Ed.: \$19,027)</p> <p>LCFF: \$2,500</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Increase opportunities for students to participate in the decision-making process and have a voice in school climate issues.					
5) Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.	P3: Parent Involvement; P6: School Climate	<p>-Develop effective communication structures and tools for sharing information and getting input.</p> <p>-Inform parents of all school activities through a variety of means including phone calls, newsletters, flyers, and personal contacts.</p> <p>-Make efforts to provide translations and interpretations for all parents.</p> <p>-Ensure parents are well represented and trained for SSC, ELAC,</p>	LEA-Wide		<p>Title I: \$767</p> <p>LCFF: \$3,477</p> <p>Title I: \$2,000</p>	<p>Title I: \$767</p> <p>LCFF: \$3,477</p> <p>Title I: \$2,000</p>	<p>Title I: \$767</p> <p>LCFF: \$3,477</p> <p>Title I: \$2,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>and PTA parent groups.</p> <p>-Communicate student progress effectively and consistently.</p> <p>-Provide parent portal training.</p> <p>-Provide parent education classes to support family literacy and provide parenting skills to assist parents to become active participants in the education of their children.</p>			<p>CC: \$500</p> <p>CC: \$2,500</p>	<p>LCFF: \$500</p> <p>LCFF: \$2,500</p>	<p>LCFF: \$500</p> <p>LCFF: \$2,500</p>
6) Increase student daily attendance rate to 98%	P3: Parent Involvement; P5: Pupil Engagement; P6: School Climate	-Develop and implement a systematic identification process of truant students with the creation and referral to the Student Attendance Review Board (SARB).	LEA-Wide		(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Implement a student recognition program for academics and attendance.			Title III: \$495	Title III: \$495	Title III: \$495
7) All students will be taught by highly qualified teachers in a clean and secure facility.	P1: Basic Services	-Recruit, hire, and retain exemplary staff and provide access to professional growth opportunities.  -Hire four additional teachers to implement smaller class size for grades K-3.  -Continue the BTSA program and provide support for new teachers.  -Provide professional development for the instructional staff in the following areas: 1)The CCSS, including ELD and Next Generation Science Standards 2) Smarter Balanced Assessments	LEA-Wide		LCFF: \$343,190          LCFF: \$31,646          CC: \$20,000 Title I: \$7,668 Title II: \$8,000 EIA: \$2,000	LCFF: \$343,190          LCFF: \$31,646          LCFF: \$10,000 Title I: \$7,668 Title II: \$8,000 EIA: \$2,000	LCFF: \$343,190          LCFF: \$31,646          LCFF: \$10,000 Title I: \$7,668 Title II: \$8,000 EIA: \$2,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3) Formative assessments and evaluation 4) Data-driven professional learning communities 5) The use of technology to effectively access and use assessment results for instructional planning 6) The use of technology in the delivery of the core program 7) Writers Workshop 8) A Look at Learning (A.L.L.) 9) Project Based Learning  - Provide release days for staff planning and collaboration of the state standards.  -Continue with a dedicated weekly collaboration time within the workday.			Title II: \$6,000 CC: \$6,000	Title II: \$6,000	Title II: \$6,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> <li>-Hire a coach to support the implementation of the core curriculum, including ELD and student interventions.</li> <li>-Hire a counselor to provide counseling services to students.</li> <li>-Establish accountability guidelines for professional development and a systematic approach to ongoing professional development opportunities that include release time or afternoon, or weekend sessions.</li> <li>- OSD's facilities plan includes:               <ul style="list-style-type: none"> <li>-Standardization of equipment in all classrooms</li> <li>-Building a fence and converting the school</li> </ul> </li> </ul>			LCFF: \$85,797	LCFF: \$85,797	LCFF: \$85,797
					Title III: \$19,027 Sp. Ed.: \$19,027	Title III: \$19,027 Sp. Ed.: \$19,027	Title III: \$19,027 Sp. Ed.: \$19,027
					Bond Funds	Bond Funds	Bond Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		to a closed campus for safety and security			Bond Funds		
		-Modernize school cafeteria for student growth			Bond Funds		
		-Monitoring population growth and future construction needs			Bond Funds	Bond Funds	Bond Funds

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) All students will reach high standards, attaining proficiency or better in reading and math.	P4: Pupil Achievement; P7: Course Access; P8: Other Pupil Outcomes	For low income pupils: -After school and/or before school programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.  -Offer summer opportunities as additional support for identified students needing intervention.	LEA-Wide		Title I: \$8,000 EIA: \$2,000	Title I: \$8,000 LCFF: \$2,000	Title I: \$8,000 LCFF: \$2,000
4) Engage all students in a rigorous, standards-based curriculum in order to ensure access	P5: Pupil Engagement; P6: School Climate	-Provide counseling services to students.  -Integrate activities that promote social emotional growth.			Title I: \$7,500 EIA: \$2,000	Title I: \$7,500 LCFF: \$2,000	Title I: \$7,500 LCFF: \$2,000
					(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
to educational opportunities		-Provide multiple math pathways for Middle School students.					
1) All students will reach high standards, attaining proficiency or better in reading and math.  2)English Learners will become proficient in English and attain proficiency in all subject areas	P4: Pupil Achievement; P7:Course Access; P8: Other Pupil Outcomes	For English learners: -After school and/or before school programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.  -Offer summer opportunities as additional support for identified students who need intervention.  -*Staff Coaching and support in implementation of the standards with a focus on English Learners, low income pupils, and foster youth.	LEA-Wide		Title I: \$8,000 EIA: \$2,000          Title I: \$7,500 EIA: \$2,000          EIA: \$4,000 CC: \$2,000 LCFF: (\$85,797)	Title I: \$8,000 LCFF: \$2,000          Title I: \$7,500 LCFF: \$2,000          LCFF: \$4,000 LCFF: (\$85,797)	Title I: \$8,000 LCFF: \$2,000          Title I: \$7,500 LCFF: \$2,000          LCFF: \$4,000 LCFF: (\$85,797)



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4) Engage all students in a rigorous,	P5: Pupil Engagement; P6: School Climate	-Implementation of an ELD program and coaching support for teachers in differentiation and effective EL strategies.			LCFF: (\$85,797) CC: \$2,000	LCFF: (\$85,797)	LCFF: (\$85,797)
		-Support professional development of instructional staff with a focus on A Look at Learning (A.L.L.).					
		-Integration of A.L.L. instructional strategies in order to facilitate communication and collaboration into classroom lessons.			EIA: \$1,868	LCFF: \$2,000	LCFF: \$2,000
		-Engage in on-going analysis of data to Ensure English learners are making adequate progress in content standards and ELD.			EIA: \$2,000 CC: \$2,000	LCFF: \$2,000 CC: \$2,000	LCFF: \$2,000 CC: \$2,000
		-Provide counseling services to students.			(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
standards-based curriculum in order to ensure access to educational opportunities		-Integrate activities that promote social emotional growth.  -Provide multiple math pathways for Middle School students.					
1) All students will reach high standards, attaining proficiency or better in reading and math.	P4: Pupil Achievement; P7: Course Access; P8: Other Pupil Outcomes	For foster youth: -After school and/or before school programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.  -Offer summer opportunities as additional support for identified students needing intervention.	LEA-Wide		Title I: \$8,000 EIA: \$2,000	Title I: \$8,000 LCFF: \$2,000	Title I: \$8,000 LCFF: \$2,000
					Title I: \$7,500 EIA: \$2,000	Title I: \$7,500 LCFF: \$2,000	Title I: \$7,500 LCFF: \$2,000
4) Engage all students in a rigorous, standards-based curriculum in order to	P5: Pupil Engagement; P6: School Climate	-Provide counseling services to students.  -Integrate activities that promote social emotional growth.			(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
ensure access to educational opportunities.		-Provide multiple math pathways for Middle School students.					
1) All students will reach high standards, attaining proficiency or better in reading and math.	P4: Pupil Achievement; P7: Course Access; P8: Other Pupil Outcomes	For redesignated fluent English proficient pupils: -Benchmarks and progress monitoring assessments used to assess student proficiency of standards taught in all grades.  -After school and/or before school programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.	LEA-Wide		Title I: \$5,310 CC: \$2,000	Title I: \$5,310	Title I: \$5,310
					Title I: \$8,000 EIA: \$2,000	Title I: \$8,000 LCFF: \$2,000	Title I: \$8,000 LCFF: \$2,000
4) Engage all students in a rigorous, standards-based curriculum in order to ensure access to educational opportunities	P5: Pupil Engagement; P6: School Climate	-Provide counseling services to students.  -Provide multiple math pathways for Middle School students.			(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)	(Title III: \$19,027) (Sp. Ed.: \$19,027)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Beginning in 2014-15 Orchard School District will receive \$1,209,867.00 in Supplemental and Concentration Local Control Funding Formula Funds. OSD will use these funds with a focus on our English learners, low income students and foster youth. OSD will hire a .4 counselor, a .20 music teacher, an instructional coach and four new teachers. Professional development for our staff will also be provided with a focus on the new state standards, including ELD and best practices that address the needs of our targeted students. The district will increase and improve the extended day interventions program for students needing extra support in ELA, ELD, and/or math as well as begin a summer program. While the majority of our students served will be our focus students (sixty-six percent of unduplicated count), all students will benefit from these services.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Services for English learners, foster youth and low income students are estimated to increase by 8.33% based on the Minimal Proportionality percentage. English learners, foster youth and low income students will receive services including an instructional coach to support teachers implement strategies that support academic achievement and language development. Extended day and/or extended year interventions will be provided for students not meeting grade level benchmarks. Students will also have access to a counselor to support school attendance as well engagement and school connectedness.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.